



**1. Programme Title(s):**

- a) Postgraduate Certificate in Education (Secondary) (level 7)
- b) There is an exit award available at Level 6:  
Professional Graduate Certificate in Education (Secondary) (Level 6)

Secondary Subjects included

Citizenship	L9X2	French with Spanish	R4DX
English	QXXX	Spanish with French	RX44
Geography	F1X8	Science:	
History	28M2	Biology	CX11
Mathematics	GX11	Chemistry	F2X1
Mathematics with Physics	GCDX	Coordinated Science	F0AX
Modern Languages:		Physics with Mathematics	F3X2
French	R1X9		F3GX
French with German	RDX1	Social Science:	
French with Italian	RCX1	Sociology/Psychology	L35X
Religious Education	2FYF		

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study**

Full time

**b) Type of study**

Campus based with work based learning (school placement off-site)

**4. Registration periods:**

The normal period of registration is 1 year

The maximum period of registration is 2 years

**5. Typical entry requirements:**

First degree with Honours, preferably 2:1 (but see bullet point below for regulation minimum) in a National Curriculum compatible subject, usually Maths, Science, English, Humanities (History/Geography, Citizenship, Religious Education), Social Sciences (Psychology, Sociology, Politics), Modern Languages (French main subject).

To qualify to attempt Level 7 submissions in Modules PGSec ED7420, ED7421, students would normally need

- a minimum of a 2:2 first degree (though compensatory qualifications and/or experience may be considered).

All students entering the programme qualify to complete at level 6 by completing four modules at level 6 (see Appendix 1).

Students completing the programme for level 7 will complete two modules at H-level and two at level 7. The level 7 modules will have 7.5 hours of input on research methods and academic writing at level 7. In level 6 modules, this time will be given to private study as specified in the module outlines in Appendix 2.

## **6. Accreditation of Prior Learning:**

No accreditation will be available for prior learning

## **7. Programme aims:**

The programme aims to:

- a) prepare students to meet the Teachers' Standards for Qualified Teacher Status (QTS) (see Appendix 3);
  - b) support the development of pedagogic skills at primary or secondary level depending on the age range in which students specialise;
  - c) prepare students to conduct school-based studies of education, focusing on the evaluation of teaching, learning and assessment of learning;
  - d) develop the practice of students so that they show evidence of being reflective and effective classroom practitioners.
- e) develop a critical understanding of pedagogic theory and the implications for practice;
  - f) develop skills of research and analysis to be applied to the study of subject teaching in secondary schools.

AT Professional Graduate Certificate level (module ED6400, ED 6401, ED6420, ED6421) the programme aims, a-d apply.

## **Students will be enabled to:**

- Develop an understanding of educational theories
- Appreciate the relationship between theory and practice in teaching
- Evaluate the use and management of learning resources, including ICT, for learners within their phase of education
- Understand the various elements of the planning, monitoring and evaluation cycle as applied to teaching
- Understand how to carry out and present small-scale research on the topic of effective teaching

## ***Generic Learning Outcomes***

By the end of each module, students will be able to:

- Select a focus within the area covered by the module and justify their choice in relation to their current or planned professional practice
- Produce for each module an assignment which includes a coherent literature review of the topic which identifies and critically comments on appropriate theoretical, research and practice-based literature
- Draw conclusions from literature reviews and reflection on practice and apply findings to a consideration of teaching, learning or assessment, if and where appropriate.
- Have an understanding of the guiding principles of designing, conducting and disseminating ethical research in educational contexts
- Use a range of presentation modes including written essays and oral presentation.

## **8. Reference points used to inform the programme specification:**

- Ofsted inspection framework

- [University of Leicester Learning and Teaching Strategy 2011-2016](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports from pre-existing School of Education PGCE programme (Secondary)
- ITT Provider criteria (National College for Teaching and Leadership (NCTL))
- National College for Teaching and Leadership (Department for Education) (Professional QTS Standards for Teachers in England)
- QAA Framework for Higher Education Qualifications
- University of Leicester Learning & Teaching Strategy:  
<http://www2.le.ac.uk/offices/sas2/quality/learnteach>
- University of Leicester Periodic Development Review Report (June 2009)
- University Employability Strategy
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## 9. Programme Outcomes:

The programme must enable all students to achieve the national Professional Teachers' Standards for Teachers (NCTL, 2014) (level 6), as well as academic skills expected of students at level 7 (or level 6). The Teachers' Standards are appended in Appendix 3. Course handbooks give detailed advice to students on how these should be achieved and demonstrated. The different expectations for the Postgraduate Certificate of Education and the Professional Graduate Certificate of Education (level 6 only) are detailed in the student handbook. Examples are given in the matrix below, but the definitive agenda is set by the national Teachers' Standards, which are subject to continuing review and frequent revisions. The intended learning outcomes in the first column are cross-referred to the Teachers' Standards.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(a) Subject and Professional skills</b>		
<b>Knowledge</b>		
<p>Meet and demonstrate the QTS standards in three core areas:  <i>1.Preamble, 2. Teaching and 3. professional and personal conduct.</i>            These include the need to:            Work within statutory frameworks (T3);            Have professional regard for the ethos, policies and practices of the school (T2);            Make accurate and productive use of assessment (T6)            Know a range of approaches to assessment (T6) including AfL            Have and demonstrate a secure knowledge of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age range for which they are being trained. (T3, T4, T5).            Understand how to manage behaviour effectively (T7)</p>	<p>Lectures            Tutorials            Seminars            Directed reading            Observations in schools            Computer practical classes            Demonstrations            Computer-aided learning            Working with school mentor            Example sheets            Resource-based learning            Induction programmes            Independent research            School documents            Analysis of policy documents</p>	<p><i>School File(s) inc. Standards Log (level 6):            Evidence detailing observations of classroom performance.            End of teaching phase assessments by mentors.</i></p> <p><i>Modules ED7420/7421 (Level 7) or            Modules ED6420/6421 (Level 6) assignments.</i></p>
<b>Concepts</b>		
<p>Have a knowledge and understanding of a range of teaching, learning, behaviour management strategies and know how to use and adapt them; (T2, T3, T4,T5, T7)            Adapt teaching to respond to the strengths and needs of students (T5)            Understand and evaluate approaches to teaching (T2, T3, T4)            Manage pupil behaviour effectively (T7)            Assess pupil learning formatively and summatively, including the provision of constructive feedback (T6, T2).            Identify progress and identify emerging learning needs (T2).            Provide opportunities for all pupils to achieve their potential (T1).            Demonstrate knowledge of diversity in the classroom, and how to cater for individual learning needs e.g. to make effective personalised provision for pupils, including those with EAL or SEN or disabilities.(T5)            Establish a safe and purposeful learning environment and establish a clear framework for classroom discipline (T7)</p>	<p>Lectures            Tutorials            Seminars            Directed reading            Observations in schools            Computer practical classes            Demonstrations            Computer-aided learning            Working with school mentor            School documents            Analysis of policy documents            Example sheets            Resource-based learning            Induction programmes            Independent research</p>	<p><i>School File(s) inc. Standards Log (level 6):            Evidence detailing observations of classroom performance.            End of teaching phase assessments by mentors.</i></p> <p><i>Modules ED7420/ED7421 (Level 7) or            Modules ED6420/6421 (Level 6) assignments. .</i></p>
<b>Techniques</b>		
<p>Have a knowledge and understanding of a range of teaching, learning, behaviour management strategies and know how to use and adapt them; (T2, T3, T4, T5, T7)            Understand and evaluate approaches to teaching (T5)            Manage pupil behaviour effectively (T7)            Assess pupil learning formatively and summatively, including the provision of constructive feedback (T6).</p>	<p>Lectures            Tutorials            Seminars            Directed reading            Observations in schools            Computer practical classes            Demonstrations            Computer-aided learning            Working with school mentor            School documents            Analysis of policy documents</p>	<p><i>School File(s) inc. Standards Log (level 6):            Evidence detailing observations of classroom performance.            End of teaching phase assessments by mentors.</i></p> <p><i>Modules ED7420/7421 (Level 7) or            Modules ED6420/6421 (Level 6) assignments.</i></p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Identify progress and identify emerging learning needs (T2). Provide opportunities for all pupils to achieve their potential (T1). Demonstrate knowledge of diversity in the classroom, and how to cater for individual learning needs e.g. to make effective personalised provision for pupils, including those with EAL or SEN or disabilities.(T5) Establish a safe and purposeful learning environment and establish a clear framework for classroom discipline (T7)	Example sheets Resource-based learning Induction programmes Independent research	
<b>Critical analysis</b>		
Analyse teaching and learning (T4) Evaluate classroom practice (T4) Use and evaluate approaches to managing pupil behaviour effectively (T7) Evaluate ways to assess pupil learning formatively and summatively (T6) Act upon advice and be open to coaching and mentoring (T8) Demonstrate ability to plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across lessons, demonstrating secure subject knowledge (T2)	Lectures Tutorials Seminars Directed reading Observations in schools Computer practical classes Demonstrations Computer-aided learning Working with school mentor Induction programmes Independent research	<i>School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors.</i>  <i>Modules ED7420/7421 (Level 7) or Modules ED6420/6421 (Level 6) assignments.</i>
<b>Presentation</b>		
Present findings in speech and writing Prepare clear lesson plans and plan sequences of lessons , including homework and other learning opportunities.(T4)  Present learning objectives clearly.	Lectures Tutorials Seminars Directed reading Observations in schools Demonstrations by school mentor Working with school mentor Example lesson plans Induction materials in schools	<i>School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors.</i>  <i>Modules ED7420/7421(Level 7) or Modules ED6420/6421 (Level 6) assignments. .</i>
<b>Appraisal of evidence</b>		
Critically evaluate strategies and guidance in the light of research evidence Evaluate lesson plans (T4) Evaluate lesson outcomes (T4) Apply and evaluate approaches to formative assessment (T6) Conduct school-based investigation	Lectures Tutorials Seminars Directed reading Observations in schools Working with school mentor Resource-based learning Independent research: classroom evaluation	<i>School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance. End of teaching phase assessments by mentors.</i>  <i>Modules ED 7420/7421 (Level 7) or Modules ED6420/6421 (Level 6) assignments.</i>
<b>(b) Transferable skills</b>		
<b>Research skills</b>		
Students should have a clear idea of the practicalities of carrying out trustworthy research e.g.: <ul style="list-style-type: none"> <li>Developing researchable questions,</li> <li>Constructing a realistic and robust research design which exemplifies appropriate consideration of paradigm, methodology, data</li> </ul>	Course materials (mainly digital) including: <ul style="list-style-type: none"> <li>Subject tasks</li> <li>Directed reading</li> <li>Study-skills development materials</li> </ul> Online (synchronous & asynchronous) support: <ul style="list-style-type: none"> <li>Tutorials</li> </ul>	<i>Modules ED7420/7421Level 7) or Modules ED6420/6421(Level 6) assignments. Presentations</i>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
collection methods and analytic procedures <ul style="list-style-type: none"> <li>Planning a timetable for fieldwork; working out the feasibility of an intended study in particular contexts</li> <li>Gaining access to the field</li> <li>Keeping a research diary</li> <li>Gaining access to a site for research</li> <li>Carrying out research ethically</li> </ul>	<ul style="list-style-type: none"> <li>Small-group virtual tutorials/seminars</li> <li>Discussion forums/Blogs</li> </ul>	
<b>Communication skills</b>		
Participants will be required to:  Write clear lesson plans (T4) and sequences of lessons Prepare a professional portfolio Design opportunities for learners to develop their literacy skills. (T3) Prepare reports to parents and carers Write research-informed portfolio and assignments Pass the on-line literacy test mandated and administered by the TA (T3)	Lectures Tutorials Seminars Observations in schools Working with school mentor	<i>School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance.</i> <i>End of teaching phase assessments by mentors.</i>  <i>Modules eED6420/6421 or ED7420/7421 assignments Level 6 and/or Level 7.</i>  <i>On-line test (at TA test centres)</i>
<b>Data presentation</b>		
<ul style="list-style-type: none"> <li>Students should have a clear idea of the different ways in which they can present data.</li> </ul> This will also include: <ul style="list-style-type: none"> <li>understanding how to present numeric data in a variety of ways (e.g. tables, charts and figures) to make it accessible to readers and/or viewers</li> <li>understanding how to present qualitative data appropriately attractively</li> </ul>	Discussions, seminar debates and preparation for student assignments	<i>Presentations</i>  <i>Modules ED7420/7421 (Level 7) or Modules ED6420/6421 (Level 6) assignments.</i>
<b>Information technology</b>		
Participants will be required to: Use ICT in the classroom Use PowerPoint Use the electronic whiteboard if available Use subject specific applications in their teaching Design opportunities for learners to develop their ICT skills.	<i>School practice</i> Lectures Tutorials Seminars Observations in schools Working with school mentor Use of 'Blackboard' VLE for discussion, communication, accessing course materials.	<i>School File(s) inc. Standards Log (level 6): Evidence detailing observations of classroom performance.</i> <i>End of teaching phase assessments by mentors.</i>  <i>Modules ED7420/7421 (Level 7) or Modules ED6420/6421(Level 6) assignments.</i>  <i>On-line test (at TA test centres) observations of classroom performance.</i>
<b>Problem solving</b>		
Participants will be required to address classroom problems: diagnosis and intervention: a range of the skills listed in other sections e.g. managing pupil behaviour may involve problem solving. Working through some professional dilemmas for teachers and pastoral tutors	Lectures Tutorials Seminars Directed reading Observations in schools Working with school mentor Resource-based learning Independent research: classroom evaluation	<i>Research and reflection in modules ED7420/7421(Level 7) or modules ED6420/6421 (Level 6) assignments.</i>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Working relationships</b>		
<p>Participants will be required to:</p> <p>Demonstrate a commitment to collaboration and co-operative working (PR):</p> <p>Work in school with school mentor and other tutors, as well as with other members of teaching staff thus meeting the QTS standards for working with others (PR)</p> <p>Respect the contributions of colleagues, parents and carers (PR).</p> <p>Demonstrate ability to work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them (PR).</p> <p>Ensure that colleagues working with them (e.g. TAs) are involved in supporting learning and understand the roles they are expected to fulfil (PR).</p>	<p>Lectures</p> <p>Tutorials</p> <p>Seminars</p> <p>Directed reading</p> <p>Directed activities working with other student teachers</p> <p>Observations in schools</p> <p>Working with school mentor</p> <p>Resource-based learning</p> <p>Independent research: classroom evaluation</p>	<p><i>Teaching practice</i></p> <p><i>Team-teaching in the practicum</i></p> <p><i>School File(s) inc. Standards Log (level 6):</i></p> <p><i>Evidence detailing observations of classroom performance.</i></p> <p><i>End of teaching phase assessments by mentors.</i></p>
<b>Managing learning</b>		
<p>Participants will be required to:</p> <p>Show ability to work independently, demonstrating initiative, self-organisation and time-management.</p> <p>Show ability to manage their own learning self-critically.</p> <p>Identify and reflect on common learning and teaching problems</p> <p>Recognise strengths and limitations of varying approaches within applied educational research</p>	<p>Workshop on study skills, e.g. time management, organisational strategies.</p> <p>Daily reflection on developing practice and its relationship to theory</p> <p>Tutorial support in time management and planning of assignments and dissertation.</p>	<p><i>Reflective diaries</i></p> <p><i>Modules ED7420/7421 (Level 7) or Modules ED6420/6421 (Level 6) assignments.</i></p> <p><i>Notes from tutorials</i></p>
<b>Career management</b>		
<p>Demonstrate a commitment to CPD.</p> <p>Develop reflective skills and demonstrate these in the evaluation of teaching and learning (T4).</p> <p>Identify priorities for their early professional development in the NQT induction year (PR)</p> <p>Have a creative and constructively critical attitude to innovation,, being prepared to adapt their practice where educational benefits are identified.(PR, T4)</p>	<p>Career development programmes</p> <p>Lecture</p> <p>Subject sessions</p> <p>Guidance from induction tutor</p> <p>TA website</p>	<p><i>Teaching practice</i></p> <p><i>School File(s) inc. Standards Log (level 6):</i></p> <p><i>Evidence detailing observations of classroom performance.</i></p> <p><i>End of teaching phase assessments by mentors.</i></p> <p><i>Reflective tasks and regular lesson evaluations</i></p> <p><i>Research and reflection in modules ED7420/7421(Level 7) or modules ED6420/6421 (Level 6) assignments.</i></p>

## 10. Special features:

This is a professional programme, governed by the requirements of the National College for Teaching and Leadership for Schools (NCTL), and subject to frequent change. The programme is also subject to frequent inspection by OfSTED. These special features are represented principally in Modules (level 6) ED6400, ED6401, but completion of Modules ED6420, ED6421 or ED7420, ED7421 at least at level 6 is required (see Appendix 1 below).

It is our expectation that the vast majority of students will attempt level 7 Module ED7420 above [ED7420]. As a result, we recommend that all students be entered as level 7 from the outset. After marking of the ED7420 assignments (mid-February) a review of all students will take place. Some students may opt to submit for Level 6 only. Where there is concern about a student, a review will take place and a recommendation made to the Panel of Examiners. A definitive list of level 7 students will be issued to the Graduate Office in the third week of March in each year.

#### **11. Indications of programme quality:**

External Examiner reports  
Programme Development Plan  
Internal Consultant Meetings with students/staff/mentors  
Subject/Professional Strand Evaluations and Annual Programme Monitoring Reviews  
Course Evaluations and Course Annual Reports  
    Student/ School based tutor evaluations  
    End of course evaluations  
    Annual Development Reviews  
Partnership Management Group  
OfSTED reports  
Match to Teachers' Standards (DfE, 2012)

#### **12. Scheme of Assessment**

This programme will use continuous assessment against the Teachers' Standards (See Appendix 3); with 60 taught credits (at Level 7 for award of a Postgraduate Certificate and Level 6 for award of a Professional Certificate), as defined in Senate Regulation 6: *Regulations governing taught postgraduate programmes of study*.

#### **13. Progression points**

The first progression point requires students to pass the first assignment module at either Level 7 (50% and above) or Level 6 (40-49%) and to have completed their Phase A placement. A Panel of Examiners is held to consider these two modules in February.

The final progression point requires students to have met the minimum standards for QTS by the assessment point of their Phase B placement, and to have passed the second assignment module at either Level 7 or 6. A Panel of Examiners is held to consider these two modules in June.

Where a candidate is assessed as not meeting the minimum standards for QTS, the Panel may recommend either:

- The extension of the assessment period of the placement, or;
- The termination of the teaching placement.

If the student receives an assignment mark of 40-49% they have the option to accept this mark and pass the first assignment at Level 6, or they may resubmit the assignment and attempt to gain 50%, thereby moving forward with a Level 7 pass.

If a student receives a mark of less than 40%, they will have the choice of resubmitting at Level 7 and attempting to reach 50%, or, if they feel this is not possible, they can resubmit at Level 6, resubmitting a shorter assignment to meet the requirements of this level.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

#### **14. Rules relating to re-sits or re-submissions:**

Standard Postgraduate Taught Course Regulations but additionally subject to Fitness to Practice considerations.

**15. Additional information** [e.g. timetable for admissions]

**16. External Examiners:**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#).

## Appendix 1: Programme structure (programme regulations)

The PGCE (level 7) comprises 4 modules, two at intermediate level 6 (60 points at graduate level) and two at level 7 (60 credits at level 7: Postgraduate Certificate).

There will be one level 6 module and one level 7 module running each semester, on the following pattern:

	<b>Professional Graduate Certificate in Education x 4 30 credit modules at Level 6</b>	<b>Postgraduate Certificate in Education x 2 30 credit modules at Level 6 (H level); 2 x 30 credit modules at Level 7</b>
<b>Semester 1</b>		
Professional Competences Programme <i>Level 6 only</i>	Professional School Experience 1: ED6400 3000 word equivalent	Professional School Experience 1: ED6400 3000 word equivalent
Academic Competences Programme	Critical Reflections on Classroom Practice: ED6420 3000 word equivalent	Critical Reflections on Classroom Practice: ED7420 3000 word equivalent
<b>Semester 2</b>		
Professional Competences Programme <i>Level 6 only</i>	Professional School Experience 2: ED6401 3000 word equivalent	Professional School Experience 2: ED6401 3000 word equivalent
Academic Competences Programme	Small Scale Classroom Research Project ED6421 3000 word equivalent	Small Scale Classroom Research Project ED7421 3000 word equivalent

## **The Professional Competences Programme (Modules ED6400/ ED6401)**

The following two modules at Level 6 are compulsory to all entrants to the PGCE.

### **ED6400: Professional School Experience 1 (30 credits: level 6):**

Primary placement: 10 days of guided observation, with practical activities, directed reading tasks and written submission.

School induction days: 30 hours, with structured activities and reflective tasks.

Subject and Professional Input and Phase 'A' practicum placement

Development of professional standards for QTS

This module includes input on pedagogy, guidance on lesson planning and evaluation, practical teaching with observations (formative and summative), followed by submission of a file of evidence that demonstrates levels of achievement mapped against the QTS standards. This is the assessed piece of work for this module. Students must submit the evidence in a structured and accessible form so that the match to standards can be demonstrated to internal and external assessors. The practical assessment of teaching is interim at this stage and a formal record of the level achieved is made so that the student is aware of what remains to be achieved in the next professional module. Failure to achieve a pass at this stage leads to the issue of a letter detailing what needs to be done to achieve the necessary level. This can be achieved in Professional School Experience 2. Students deemed to be at risk of not achieving the final QTS standards are given written guidance at this stage.

### **ED6401: Professional School Experience 2 (30 credits: Level 6)**

Second practicum ('Main Placement'): minimum 48 days of practicum, including:

- guided observation;
- reflective directed tasks/activities related to teaching;
- direct teaching (of whole-class, groups and individuals);
- planning, preparation and assessment of pupils' learning;
- written reflections/evaluations of professional development;
- subject and professional issues input;
- the development of portfolio providing evidence towards meeting professional Teachers' Standards

This module includes further input on pedagogy, guidance on lesson planning and evaluation, practical teaching with observations (formative and summative), followed by submission of a portfolio of evidence that demonstrates achievement mapped against the Teachers' Standards. In the practical assessment of their teaching in this module, students must achieve the minimum level required for the award of Qualified Teacher Status (assessed against criteria consistent with Teachers' Standards (Appendix 3)). Students submit accompanying evidence in a structured accessible way so that the match with Teachers' Standards can be demonstrated to internal and external assessors at the final Board of Examiners meeting.

An assessment of practical teaching will be made at a Professional Practice Panel of Examiners in May/June which identifies students at risk of not meeting the Standards by the end of School Experience 2, triggering appropriate support action by tutors and partnership schools to review progress and setting targets for development, as appropriate.

Candidates assessed as meeting the minimum standard for Qualified Teacher Status (QTS) at this point will continue their placement for a period of consolidation, with a final decision for the award of QTS being made by the Panel of Examiners which meets before the final Exam Board. Candidates must demonstrate that during this period they have maintained a level of performance in practical teaching that meets the minimum standards for QTS.

Failure to meet the Teachers' Standards in the teaching practice will be referred to external examiners and to the Board of Examiners, following independent scrutiny of teaching practice by an

independent University tutor (one not involved in the supervision of the tutee's practicum). If failure is confirmed, QTS cannot be recommended and two possible outcomes will be considered: a) the Board of Examiners may recommend fail b) the Board of Examiners may determine that the candidate should be offered a further period of 8 weeks practical teaching in a different school in a final effort to meet the Teachers' Standards.

Normally candidates will only be allowed one resubmission of any academic assignment *and* one additional teaching placement. Only in exceptional circumstances and with special permission from the Board of Examiners may a candidate be offered a second resubmission of an academic assignment or second additional teaching placement.

### **Note to Modules ED6400, ED6401**

The above modules are at Level 6 and are essential (though not in themselves sufficient) to the award of the PGCE and QTS. For Modules ED6400, ED6401, students work on a Teacher Development Pack (TDP) which includes readings, directed tasks and written activities in addition to core subject and teacher development course sessions. In addition, students complete required work set in subject sessions and in their Subject Handbook for Modules ED6400, ED6401, as they progress through the university based sessions and the teaching practices.

Students critically reflect on their development in the Standards Log which includes reference to directed tasks carried out in school in addition to core subject and professional taught sessions. In addition, students are required to complete tasks relating to both subject and professional studies sessions and address professional needs identified through subject audits, as they progress through the centre-based sessions and practicum experiences.

The resulting portfolio elaborates on their development of professional knowledge and experience. It includes evidence of critical reflection, observations of their practice, and responses to directed tasks. Summary evidence is recorded in the Standards Log, and is the primary source of evidence for assessment in Modules ED6400/6401

### **The Academic Competences Programme (Modules ED 7420/7421/6420/6421)**

The following modules can be assessed at both Level 6 & 7. All Level 7 students would have to satisfy the requirements of the professional modules above. In effect, modules ED7420/ED7421 are common to all participants, with Modules ED7420/ED7421/ED6420/ED6421 awarded at either at Level 7 or Level 6. Detailed specifications with Level 7 & Level 6 versions are included in Appendix 2.

Module ED7420 is at Level 7 and has a Level 6 'version' (ED6420), with limited learning outcomes (see Appendix 2 below):

**ED7420** Critical Reflections on Classroom Practice: **(30 credits: Level 7)**

**or**

**ED6420** Critical Reflections on Classroom Practice : **(30 credits: Level 6)**

There would be common subject and Teacher Development Sessions for all students, but Level 7 input on pedagogic theory (teaching and learning) and an introduction to classroom research would be offered to Level 7 students. In addition, Level 7 students would receive input on the structure and writing of assignments at Level 7 (7.5 hours in total of additional input; some of this may be offered through VLE).

During the first teaching block at the university and in their Phase A placement PGCE students learn about pedagogic principles, focusing on planning and assessment for the learning cycle including:

- how to plan and evaluate individual lessons (pedagogy),
- the importance of short, medium and long term planning in education (learning cycles),
- how to identify and evaluate pupils' learning and development ('ontogenesis' in Vygotskian terms),
- how to build on what pupils know.

This module enables students to deepen their knowledge and theoretical understanding of the educational process. It provides them with opportunities to evaluate the development of their own planning skills during the first term and directly informs their work in the classroom.

### **Assessment**

For Level 6 assessment is by portfolio, with directed activities and detailed evaluations of teaching episodes (2500-3000 words).

For Level 7, the above portfolio (1500) is required plus an accompanying evaluative review (3500) words in academic form, including bibliography and evidence-based support for part of the portfolio).

Module ED7421 is at Level 7 and there is a Level 6 counterpart (ED6421):

**ED7421:** Small Scale Classroom Research

**ED6421:** Small Scale Classroom Research

During their two university based teaching blocks and in their Phase A and B placements, PGCE students learn about the pedagogy of their specific subjects, how learners develop their skills, knowledge and understanding in aspects of the school curriculum, both within the subject and across the curriculum, and the methods used to assess their progress. All students receive this input. There are subject development sessions for all students, with research methods inputs for those wishing to complete at Level 7. In addition, Level 7 students receive input on research methods in education and on the structure of assignments at Level 7 (7.5 hours; some of which may be offered through VLE).

### **Module ED7421 Assessment**

Level 7 students critically evaluate both theoretical frameworks for subject teaching and professional issues which underpin teaching and learning across the curriculum, through the submission of a 5000 word Level 7 assignment.

For Level 6, students submit an essay of 2500 - 3000 words on a subject-related issue to be negotiated with their tutor.

### **Note on Level 6 for Modules ED6420, ED6421**

Assignments submitted at Level 6 only for Modules ED6420, ED6421 will be graded for their demonstration of evidence of achievement of QTS against the Teachers' Standards in Appendix 3 below. For example, successful assignments will demonstrate that students:

- can critically evaluate strategies and guidance in the light of research evidence (PR),
- evaluate lesson plans (T4),

- evaluate lesson outcomes (T2)
- apply and evaluate approaches to formative assessment (QT6 ),
- are aware of the professional duties of teachers and statutory frameworks (PPC3 ;
- are aware of the policies and practices of the workplace (PPC2 );
- know the assessment requirements of the curriculum areas they are required to teach (T6 ),
- know a range of approaches to assessment (T6) including AfL,
- have a secure knowledge of their subject/curriculum areas and related pedagogy (T3),
- can demonstrate thorough understanding and knowledge of statutory and non-statutory frameworks for their subjects and age ranges (PPC3),

can describe the roles of colleagues with specific responsibilities, e.g. for pupils with SEN T8

Level 6 marking criteria are included in the module specifications below in Appendix 4.

Level 7 marking criteria are in Appendix 4.

## Appendix 2: Module Specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

## Appendix 3

Teachers' Standards operative from September 2012 (DfE)

### Assessment Area 1:

#### Preamble

**PR** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Assessment Area 2:

#### Teaching

A teacher must:

**T1** Set high expectations which inspire, motivate and challenge pupils

- i. establish a safe and stimulating environment for pupils, rooted in mutual respect
- ii. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- iii. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**T2** Promote good progress and outcomes by pupils

- i. be accountable for pupils' attainment, progress and outcomes
- ii. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- iii. guide pupils to reflect on the progress they have made and their emerging needs
- iv. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- v. encourage pupils to take a responsible and conscientious attitude to their own work and study.

**T3** Demonstrate good subject and curriculum knowledge

- i. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- ii. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- iii. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- iv. (if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- v. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.)

**T4** Plan and teach well structured lessons

- i. impart knowledge and develop understanding through effective use of lesson time
- ii. promote a love of learning and children's intellectual curiosity
- iii. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- iv. reflect systematically on the effectiveness of lessons and approaches to teaching
- v. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**T5** Adapt teaching to respond to the strengths and needs of all pupils

- i. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- ii. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- iii. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- iv. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**T6 Make accurate and productive use of assessment**

- i. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- ii. make use of formative and summative assessment to secure pupils' progress
- iii. use relevant data to monitor progress, set targets, and plan subsequent lessons
- iv. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**T7 Manage behaviour effectively to ensure a good and safe learning environment**

- i. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- ii. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- iii. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- iv. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**T8 Fulfil wider professional responsibilities**

- i. make a positive contribution to the wider life and ethos of the school
- ii. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- iii. deploy support staff effectively
- iv. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- v. communicate effectively with parents with regard to pupils' achievements and well-being.

**Assessment Area 3:  
Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

**PPC1** Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- i. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- ii. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- iii. showing tolerance of and respect for the rights of others
- iv. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- v. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

**PPC2** Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

**PPC3** Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Appendix 4      Level Descriptors**

### **Grade Descriptors for PGCE modules: PG Cert in Education**

These grade descriptors are innovative in that they include an level 6 pass for those falling below the level 7 threshold, but submitting work that would pass at Level 6 (40-49% below).

In module ED7420, successful students will:

- Demonstrate understanding of pedagogic theory;
- Discuss and evaluate teaching, learning and assessment in relation to both the National Strategy and the curriculum of their chosen subject;
- Reflect on and critique the planning, teaching and evaluation processes used by themselves and others.

In module ED7421, successful students will:

- Demonstrate detailed understanding of theoretical and pedagogic frameworks that underpin an aspect of their subject teaching;
- Critically evaluate pedagogic theories;
- Reflect on, research and critique a critical issue in the teaching of their chosen subject.

## **70%                      Distinction**

1. Very well-structured, with accurate and appropriate handling of references and sources, conforming to the highest standards at M-level. The generic structure follows standard academic conventions (e.g. an article: abstract, literature review, research outline, findings and conclusions or a research report). Spelling, grammar and punctuation are correct throughout, with only one or two errors.
2. Demonstrates excellent command of subject matter. Understands the relevant pedagogic theories and concepts fully and applies them skilfully to the assignment topic. The literature used (where appropriate) is comprehensive and demonstrates a sophisticated grasp of issues and is used in an incisive way.
3. Excellent ability to critically evaluate relationship between planning, teaching and evaluation processes and critique relevant arguments, debates etc. The links to schools and the classroom are integrated throughout the structure of the assignment, critically and reflectively
4. Presents and analyses data very clearly and accurately. Critically appraises strengths and weaknesses of investigative strategies. The work considers alternative interpretations. Effectively synthesizes relevant material from a range of sources. Fully discusses and justifies methods used to investigate practice.

## **60%                      Merit**

1. Generally well-structured, with proper handling of references and sources. Spelling, grammar and punctuation are largely correct, but a few errors are identified. One of referencing, bibliography or length is not of the highest standard, but of a satisfactory standard. The work follows a logical structure e.g. reflective essay on planning, teaching and evaluation processes.
2. Demonstrates good command of the subject matter. Understands relevant pedagogic models and concepts, and applies them competently to the assignment topic. The literature used (where appropriate) is drawn from a range of sources and is reviewed analytically.
3. The assignment shows clear evidence of critical reflection on the issues, both academically and professionally, though this may not be systematically maintained throughout the assignment. Shows ability to analyse relationships between planning, teaching and evaluation processes and critique relevant arguments, debates etc. Good commentary on relationship between theory and practice. References to schools and classrooms are explicit and the implications discussed in a thorough way.

4. Evidence of systematic enquiry. Discusses and justifies research methods used. Presents and analyses data quite clearly and accurately. There is some awareness of possible limitations to the study and of alternative interpretations.

#### **50% Pass (M)**

1. Satisfactory structure and organization. There is proper referencing and handling of sources though these might be limited in number to and focusing on professional rather than research-based literature, for example, exclusive use of guidance documents.
2. Demonstrates a clear professional command of the pedagogic subject matter and a satisfactory understanding and/or application of relevant pedagogic theories, concepts etc.
3. There is some critical commentary on relevant arguments, debates, but with reliance on accepted professional knowledge rather than own enquiry based discoveries.
4. There is a tendency towards description and/or paraphrase, rather than analysis but research questions are generally appropriate and reasonably well defined. There is a systematic approach to enquiry in schools and classrooms but may be deficient in discussion and/or justification or investigative strategies used. Data presented and analysed with reasonable clarity and accuracy.

#### **40%-49% Pass (H-level)**

1. For Module ED7420, *the assignment* discusses and evaluates teaching, learning and assessment in relation to both the National Strategy and the curriculum of their chosen subject and reflects on the planning, teaching and evaluation processes used by themselves in their own classroom practice.
2. For Module ED7421, the assignments demonstrate an understanding of theoretical and pedagogic frameworks that underpin an aspect of subject teaching and give evidence of reflection on a critical issue in the teaching of their chosen subject.

In both cases, the following may be found:

- clear evidence of professional expertise in the skills associated with the module, possibly with examples of useful classroom materials and records of general observations conducted. The submission has an appropriate structure, for example a portfolio of evidence, a series of structured observations and an accompanying professional rationale. Referencing, bibliography and length are acceptable but possibly limited to professional publications. Spelling, grammar and punctuation are satisfactory for conveying meaning, although there may be some avoidance of conventions e.g. overuse of bullet point approaches to presenting the argument.
- reference to appropriate pieces of relevant literature, but these focus on professional competences rather than research-based approaches e.g. references are principally to National Curriculum and good practice guidelines. While there may be evidence of professional competence e.g. lists of sensible points about teaching, the writing does not focus on demonstrating detailed understanding of relevant theories, concepts etc. Evidence of practical competence is informed by reference to policy documents but with limited reference to theory or research. There is some evidence of a critical and reflective approach to the issues, perhaps contained within a conclusion or a segment of the assignment.

- reference to schools and classrooms, but the focus of the work is on the practical demonstration of classroom competences and skills. It concentrates on demonstrating TDA competences for example through the collection of evidence of activity undertaken in school. The candidate may have chosen to rely on received knowledge rather than engage in enquiry-based activities in the school or classroom to support claims.
- the candidate choosing not to engage in detailed empirical research preferring the submission of practice-based materials to provide evidence of achievement against the standards for qualifying to teach (DfE, 2012). Or, research questions are presented in general rather than focused terms e.g. investigate the organisation of group work, but with professional reflection on this issue rather than detailed analysis or evaluation of some approaches to group work in real time.

### **35-39% Potential pass (H) subject to minor amendments/additions**

The assignment has the four qualities of a pass (professional) submission presented above but has omitted some items critical to the demonstration of teaching-related competences. These could, for example, include omission of an evaluative statement at the end of the submission or failure to provide a list of references or failure to include some documents known to be available to the candidate e.g. teaching materials that have been the subject of evaluation. The H-level pass would be confirmed once the minor amendments had been completed.

### **20-34% Fail (one re-submission allowed)**

The assignment is weak in all or most of the categories and cannot be awarded a pass at M-level nor at professional level. It has not adequately addressed the topic to demonstrate professional or academic skills. The assignment has little logical structure and the argument is difficult to follow, with inadequate referencing and handling of both professional and academic sources. There is inadequate reference to practice in schools and classrooms, with little evidence of a critical and reflective approach to the professional issues.

### **Re-sitting**

Students have a right to re-sit. If a student fails to achieve at M-level, they have the right to re-submit at M-level, but if they achieve a mark of 40-49 they may choose not to re-submit but claim a pass at H-level only.